THE
TRAINING SCHOOL BULLETIN

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Mental and Physical Growth

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(CONCLUDED)

Functional Development

1. *Physiological Function*

The growth of the teeth effects profound changes in the alimentary and excretory functions and perhaps indirectly in the respiratory and circulatory functions. As the teeth take up the function of mastication the stomach gives up this function and changes from the carnivorous type of organ to the herbivorous type. The growth of the teeth and the changes of the stomach enable the child to partake of and assimilate new kinds of food which stimulate activity of the lymphatics and the glands of internal secretions. These, in turn, particularly the thyroid, thymus and pituitary, regulate the major aspects of physical and nervous growth. There are, consequently, important changes in metabolism from year to year. It is even possible to establish a metabolism scale of age-periods according to the tolerance of the child at successive ages for the chemical constituents of food. Hence, it becomes important to modify the child's diet from period to period. In early infancy he is a suckling, in later infancy he is a cerealist, in childhood a vegetarian, in adolescence a gourmand, and at maturity a gourmet.

The functional changes due to modifications of the skeletal system affect indirectly all systems except the integumentary. The size and form of stature determine in large measure the size and form and also the functions of the other organ systems. The extreme position on this point is taken by the Italian anthropologists.

Functional changes in the motor system aside from mere increase in tone, strength and flexibility are primarily changes in control through the development of the nervous system. They are not primarily physiological changes.

Changes in alimentary functions have been discussed. That portion of the physiology of the blood glands must be omitted from this paper. It is perhaps the most important aspect of physiological development, but requires specific treatment.

In the respiratory system there is a functional change in the rate and depth of breathing and a consequent change in the CO_2 exchange. The young child breathes more quickly, but less deeply. He consumes more O and gives off more CO_2. The characteristic decrease in rate of breathing after maturity is readily demonstrated by a little exercise.

The circulatory rate is also slowed down with increase of age. I believe the pulse in infancy is about 120 and at maturity approximates 60-70. Pulse rate and blood pressure are reliable indicators of age in groups of subjects, but variability is high among individuals. One writer (Bryant) has even attempted to carry this to the point of diagnosing retarded mentality and finds pulse rate and blood pressure closely associated with degrees of mental deficiency.

The physiological changes in the reproductive system are perhaps more widely discussed by psychologists than any other physiological changes. This is, no doubt, due to the extreme importance of the sexual physiology which marks the onset of adolescence. It is a customary error to overemphasize this aspect of development in girls and underemphasize it in boys. Modern physiologists, however, incline strongly to the belief in a physiological analogue among boys corresponding to the catamenia of girls. At any rate, the succession of ages up to late childhood is designated by anthropologists as the bi-sexual period. The physiological development in the reproductive system which takes place at adolescence is very marked in its mental consequences and produces at this time a distinct separation of the sexes previously recognized only in the sex anatomy.

The principal functional changes in the nervous system are, according to Goddard, increases in the number and variety of acquired neuron patterns. Speaking figuratively there are functional changes in the nerve "paths." There is certainly a gradual loss in neural plasticity culminating at perhaps maturity or middle age in the inability to learn new tricks. We have seen that growth in size and weight of the

nervous system is practically complete at puberty, yet there is certainly a continued development beyond this point in what might be called nervous facility. It is believed by some physiologists that the circulatory system furnishes improved nourishment to the brain after adolescence.

Sensory functions are fully developed on the physiological side probably in early infancy and certainly by the end of later infancy. In pure sensibility the sense organs have attained their ultimate development in the first few years of life.

2. *Psycho-physical Function*

Between the strictly physiological functions and the more purely mental functions we may recognize for purposes of treatment an intermediate group of activities which involve the bringing of the physical functions under mental control. I have hinted at some of the developments in the physiology of the sensory and motor systems. It remains to describe further functional developments in these systems brought about by the mental evolution of the individual.

In the motor system there is a course of development analogous to that of growth in stature. From early infancy in the beginning of adolescence the child is chiefly concerned in developing motor co-ordination. This control of motor function takes place very rapidly during early infancy and later infancy and reaches its height at the close of childhood. Some interesting experiments in the rate of this development have been reported by Gilbert (Yale Studies).

The new-born baby exhibits only instinctive, reflex and spasmodic volitional actions. The instinctive action is evident in nursing, which is however a *learned* reaction from the point of view of control. The reflex action is evident particularly in the excretory functions, in the grasping reflex, and in the withdrawing movements. The volitional action is evident in spasmodic movements of kicking, tossing and crying. During early infancy there is a rapid development in control of eye movements in staring, regarding (third week), following (fifth) and observing (fourth month). Visual accommodation also develops at this time. At this stage the child also learns to reach and grasp. Toward the end of this period he is normally able to exercise only a limited control of the larger muscles of the body. During later infancy he becomes able to hold up his head, sit erect, creep, stand, walk and run. Refined co-ordination also develops in the vocal organs through the stages of spasmodic crying, cooing, babbling, chattering and finally

intelligible speech. Further refinements continue during later infancy in eye movements, hand and finger movements, and in general control of the large muscles of back, arms and legs. Visual acuity seems to be developed very early. Visual discrimination, however, as a motor function continues to develop until about twelve to fifteen years of age.

Sensory function, like motor function, continues to develop in its mental aspects long after its major physiological functions are complete. Visual sensitivity is largely motor and develops as I have indicated. Sensitivity to color seems to be present at about two years of age. At this time a child recognizes color and discriminates the basic hues. He does not, however, know the names of the colors. At about three or four years he is able to recognize colors when named, but is himself unable to name them unhesitatingly. By the end of later infancy he names the primary colors (with a tendency to confuse green and yellow) and discriminates shades. There is undoubtedly some physiological development in the early sensitivity to color. Later sensitivity is, however, chiefly cognative.

Similarly, hearing develops very early and is obviously functioning by the end of the first few weeks of early infancy. Auditory acuity as a mental operation continues to develop until toward adolescence. Tonal sensitivity is evident very early in the recognition of familiar sounds, such as the mother's voice. Appreciation of tones in the musical sense is developed before the end of later infancy. Rhythm is probably a motor or a kinesthetic function and is well developed at about three to five years of age.

Touch, taste and smell similarly function accurately very early in life. In all sense departments, however, we may insist upon the distinction betwen physiological or mechanical sensitivity and the cognative sensitivity. Sensory discrimination is a complex of terminology and the operation of judgment through sustained attention, with memory, association, and even feelings playing important parts. Sense training as a pedagogical problem is essentially the training in these cognative and intellectual aspects of sensitivity.

3. *Mental Functions*

I dare not enter upon a description of mental development in the narrow sense. There is an ample literature which has co-ordinated the wealth of data available (Cf. e. g., Mental and Physical Development of Normal Children in the Training School, Bulletin, 1913, Vol. X, pp. 113-120).

4. *Educational Functions*

The development in educational functions is a complex resultant of physical growth, physiological functioning and mental development. Education to be scientific must be based on these biological aspects of the individual child.

We may distinguish at least six distinct states in the educational metamorphosis. In early infancy the child's reactions are essentially instinctive. During this period he is predominantly controlled by the instinctive tendencies involved in his fight for existence. In later infancy learning is begun on an imitative plane. This primitative learning is a problem in motor drill through mimicry. During childhood the individual is essentially motor and is physically active. He learns best now through plays and games and physical or manual drills. In a scholastic sense his reactions are essentially associative and mnemonic. He accepts authority and does not appeal from the "ipse dixit," although he is not capable of a certain amount of discrimination based on previous experiences or concrete drill. During adolescence he is essentially rational, and the curiosity "why?" of infancy changes to a real form of rational inquisitiveness. He is at this time sentimentally moral and ideal, but not until maturity does he rationalize his morals.

During these educational stages the scholastic functions develop somewhat as follows: Speech in later infancy; counting (numerical appreciation) at the transition of infancy to childhood; reading and writing (which are essentially motor functions) during childhood; information during late childhood and early adolescence; abstractions and reasoning during adolescence; rational social relations at maturity.

5. *Economic Functions*

The child is solely a consumer during infancy. In the period of childhood he is a learner and is productive only in unskilled work under supervision. At adolescence he is capable of earning a fair living, but is handicapped by social and economic experience. At maturity he is an energetic producer as an industrial novice. During middle age he tends to assume social responsibilities of a political and moral nature.

6. *Moral Function*

In moral function the infant is a-moral, *i. e.,* without moral convictions, experience or reasons. During childhood he learns a concrete distinction between right and wrong through teaching and con-

crete experience, but is unable to appreciate the real moral nature and purpose of his acts; his moral life is a system of habits. At puberty he experiences a moral awakening in a sentimental and semi-rational way. He questions the nature of his acts, if not their purpose. He is sentimentally ideal and altruistic. He is morally responsible in a legal sense, but has not yet rationalized his social conduct. This more complete moral appreciation becomes skepticism at maturity and finally changes to permanent moral conviction at middle age.

In formulating a state policy for the care of deficients, therefore, I commend to your consideration the question whether it may not be best to continue the time-honored policy of first isolating the lower grade deficients. They are the cases most easily detected and most surely diagnosed, the cases whose children are most sure to be degenerate. Moreover, we then avoid, so far as possible, the removal of legal punishment from cases where discipline may have value. First attention to the lower grades seems to be a common sense policy, especially while the determination of the upper borderline of deficiency remains so unsettled as at present. At the same time, I should urge renewed effort at improving our methods of diagnosis of cases near the upper limit.—*J. B. Miner.*

The longer I study the needs of children requiring special care the greater appears the importance of the public schools as the first relay-station where potential defectives of all descriptions, physical, mental, educational and social, may be recognized and where treatment may be begun.

We go on nonchalantly expecting problems of individual maladaption to be suddenly solved by our police, the courts and public institutions after the potential deficiency has blossomed forth into either a definite social menace or a distinct social liability.—*Kohs.*

The only way to tell how many of the persons who pass through the courts are mentally abnormal, would be to examine every one of them. Many of the individuals finally brought to the Clearing House and diagnosed as imbeciles or morons were "repeaters" with records of five or six appearances in court.

Totally irresponsible and hopelessly incorrigible, they had simply drifted from one term of punishment or from one period of probation to another, unrecognized as mentally defective.—*Max G. Schlapp.*

New Definition of Feeble-Mindedness

By S. D. Porteus

There have been many attempts to evolve a satisfactory definition of feeble-mindedness. Perhaps the most quoted is that of the British Royal Commission of 1908 which reads: " 'Feeble-minded,' *i. e.*, persons who may be capable of earning a living under favorable circumstances, but are incapable from mental defect existing from birth or from an early age (a) of competing on equal terms with their normal fellows, or (b) of managing themselves and their affairs with ordinary prudence." The distinguishing marks under (a) and (b) were adopted in substance as the basis of the definition approved by the American Association for the Study of the Feeble-minded in 1910. It is obvious that this definition is open to several criticisms. The indefiniteness of "under favorable circumstances" and "with ordinary prudence" has been objected to, whilst others have pointed out that no two persons compete on equal terms. In addition, the definition appears to exalt unduly prudence as a social virtue and ascribes to the feeble-minded an impulsiveness not by any means characteristic of all of them.

The idea of the comparison of a man with his fellows or peers is apparent in an early definition by Tredgold, who states: "Amentia is a state of mental defect from birth or from an early age due to incomplete cerebral development, in consequence of which the person affected is unable to perform his duties as a member of society in the position of life to which he is born." This appears to carry the social grading idea too far. A man may very satisfactorily fit into a lower grade of society than that to which he was born and as a socially efficient unit he cannot be termed feeble-minded.

In a later edition (1914) of his book "Mental Deficiency" Tredgold shifts the emphasis to the question of industrial competency. Amentia is, "a state of restricted potentiality for, or arrest of cerebral development, in consequence of which the person affected is incapable at maturity of so adapting himself to his environment or to the requirements of the community as to maintain existence independently of external support."

It is evident that the ability to subsist by his own unaided efforts constitutes a practical and easily applied criterion. But it will be

observed that Tredgold does not make any specific mention of the ability to manage affairs with ordinary prudence, and does not, therefore, include the temperamentally unstable who may be able to maintain themselves industrially, but who require social restraint or protection. These, for all practical purposes of training or treatment, are included with the feeble-minded. Further, Tredgold has confined his statement of the cause of the condition to incomplete cerebral development without reference to the psychological condition. Although in 70 per cent. of cases it has been demonstrated (Porteus—"Cephalometry of Feeble-minded") that there is an imperfect or abnormal cerebral development which is indicated by a brain capacity markedly above or below average or by distinctly abnormal cranial indices; still there are large numbers of cases in which no arrest of physical development is demonstrable. Even though the microscope may reveal in many of these cases imperfections of the cells of the supra-granular layer (Bolton), or defects of the Purkinje cells of the cerebellum (Ellis), is seems, however, quite unnecessary to include in a definition, intended for everyday use with the living, characteristics only demonstrable by post-mortem findings.

The social guidance which many of the simple-minded require is given emphasis in the definition used in the English Mental Deficiency Act, 1913, which states that the feeble-minded "require care, supervision and control for their own protection or for the protection of others." This definition overlooks the fact that there are many steady-going defectives who do not require protection, but are too industrially incompetent to subsist in the community unaided.

The definition as given by Doll (Clinical Studies of Feeble-mindedness) has the merits of brevity and clearness, along with a proper emphasis upon the fact that feeble-mindedness is a psychological conditions with social effects: "Feeble-mindedness is mental incapacity for adaptation to environmental demands." But it is evident that this definition does not exclude the insane, and Doll finally accepts the definition of the Royal Commission.

It is unfortunate that the attempt to define feeble-mindedness in terms of Binet test age has not been successful. A mental age level of twelve years was tentatively accepted by the American Association for the Study of the Feeble-minded as being the highest level of feeble-mindedness. It was pointed out by Wallin, in "Problems of Subnormality," that feeble-minded individuals of this age-level are so infrequently found that it was of little avail to fix this as the dividing line

from normality. This view has had ample confirmation through the results of the United States Army examinations, which showed that at least 30 per cent. of the enlisted men were below this Binet age level. If we continue to accept this standard, it would imply, amongst other startling things, that the average family tree in America would show one-third of its members feeble-minded. On account of the wide mental age levels of the border-zone between normality and feeble-mindedness, which runs probably from eight to twelve years Binet age, it is equally futile to attempt to fix the limits of feeble-mindedness at a lower level, say, eight or ten years.

We are obviously thrown back upon the social criterion but, as we have seen, the definitions based on this are to a more or less degree faulty. It may be possible, however, to combine the essential features of the various definitions so as to cover the ground effectively, and at the same time be free from the objections already stated. In a satisfactory definition of feeble-mindedness certain facts must be stated or implied and certain conditions fulfilled. These may be summed up as follows: The definition should make evident:

1. That feeble-mindedness results in a condition of permanent social inadequacy.

2. That this social inadequacy is essentially dependent upon a psychological condition. (This, in turn, may be dependent upon a physical condition, but as the latter is not always demonstrable it is omitted from the definition.)

3. The definition should exclude other socially inadequate groups, not feeble-minded, such as the insane, the deaf and dumb, the blind, the physically defective, the criminal and the immature. It should include all forms of feeble-mindedness, whether congenital or acquired.

The definition which we would propose is: *A feeble-minded person is one who by reason of mental defects, other than sensory, can not attain to self-management and self-support to the degree of social sufficiency.*

It will be noted that the words "can not attain" involve the idea of a permanent condition of under-normal development. At the same time, they exclude by implication the senile, the insane or the psychopathic adult, since it is obvious that we would not apply this description to a person who had already attained to social sufficiency and degenerated. They also exclude the immature, but potentially normal.

The words "by reason of mental defects" point out clearly the psychological cause or condition, and the use of the plural "defects" implies that the disabilities may be either special or general. The use of the word "mental" excludes the criminal, the physical defective and the epileptic not feeble-minded.

Equal emphasis is placed upon the capacity for self-management, as well as for self-support. In this way both the mentally unstable and the industrially incompetent are included. Both the congenital and acquired forms of feeble-mindedness will come under the definition. If the case is traumatic there is no need to state the age at which the injury occurred. Provided it has prevented the individual from ever attaining self-management or self-control, it is obvious that it must have occurred in the developing period.

Finally, social sufficiency or the ability to float in society is made the touchstone of normality.

It may be objected that this definition postpones the recognition of feeble-mindedness in some cases to adult life or to such a time as the individual may prove his social insufficiency. This is inevitable so long as the definition rests on a social criterion, but increasing study into the prognostic value of mental tests will reduce the number of these cases of deferred diagnosis. We hold the opinion that in all doubtful cases the description "potential social inefficient" is sufficient for all practical purposes. In such cases the question of the cause and the curability of the condition, whether in fact it be feeble-mindedness or otherwise, can only be solved by continued expert observation.

Another objection which might be advanced is that the highest grade of feeble-minded may attain for a time to self-management and self-support under specially favorable conditions. It was possible for many defectives to support themselves during the war on account of the great demand in certain industries for comparatively unskilled and, for the time being, well-paid labor. With the passing of these conditions the less efficient individuals have been set adrift and many undoubtedly will again require social guidance and assistance. It should, however, be understood that a merely temporary condition of self-dependence, under special circumstances, will not be held to constitute social sufficiency. As a matter of fact, many institutions would be quite safe in dismissing their highest grade cases for limited periods of probation, varying from one month to six, without grave social consequences, but in most cases the social adjustment would be only temporary.

An Echo From One Special Class

Katherine E. Wirts, Omaha, Neb.

When the 9 o'clock bell rings at Comenius School one will find nearly six hundred children filing to their respective places. Among these are nineteen who enter Room 6, "The Special Class."

After wraps are removed and every one is greeted by one or both teachers in the room the class stands and sings "America" and gives the Pledge of Allegiance. Sometimes other songs are sung. Then comes the daily inspection of hands and teeth. Most of these little folks are eager for this period. If the teeth are clean, there is a new star for them; if their hands and nails are clean, the flower upon the blackboard smiles; if not, it has tears. This takes a little time, but it pays. If we have time before 9.20 we have a story; otherwise the class proceeds with "Numbers," and with nineteen children one finds, yes, nineteen problems, all different. Perhaps Mary is learning to count and John is making figures and counting; Robert, fifteen, knows that two and two are four, but he cannot tell what two dimes make. Here we form a group and have a game of ten-pins, where they must write names, learn to roll the ball, keep score, count the pins and set them up again, etc.

Another group can write, but cannot read what they have written, yet they can add the numbers and count out the required change in real or play money.

By the time that individual attention has been given to our five different groups it is recess time. If the weather permits, they go outside and have races or games in which all can take part. If we have indoor recess the windows are thrown open, the children march or have calesthentics and a game in which all join. At a signal the game is over. Children relax for five minutes. Then every child who can read or knows his letters does his reading lesson. Some are very good, some very poor, but every one has a chance and every one does his best.

In some cases there is a marked improvement and in other cases where there is no improvement there is a consultation with the parents, and often it is found desirable to have Robert drop numbers or read-

ing altogether; then there is no danger of a nervous breakdown or sleepless nights caused by over mental exertion.

At 11 o'clock there is another short recess, after which every one takes up handwork of some sort. Much interest is being manifested just now in the loom. Every child who wishes to do so may make a rug for his mother for Christmas. He must cut and sew his own rags and then weave the rug. Perhaps he is too small to operate the loom; then he asks a larger boy to help him and he assists the other boy later at another task.

Another group has made raffia mats for hot plates, also for Christmas. Several are making paper beads for portieres; one boy has made a pretty bead necklace for his mother.

Several baskets are in course of construction. The boys have been taught brush making and chair caning, and all the girls who can do so and are not handicapped by defective vision have taken various steps in sewing.

All of our children except three come on the street car, so the noon period is both busy and interesting. The children wash and prepare for lunch, which is eaten in the room. Here is a great need for elementary domestic science, but we must wait until this phase of our problem has been solved for us.

Part of our afternoon session is devoted to writing period, drawing and cutting, pasting or some clay work, after which the children are allowed to pick up any unfinished work they wish, or if time is short we have an adapted story, and sometimes when atmospheric conditions demand it we must change our entire program to meet the situation.

"A full day." Yes, but usually a happy one. We have tears and sobs and little heartaches, but our motto is "Happiness first, and all else will follow"

You have realized before this that we are dealing with the subnormal child, and while the casual observer would not notice progress we know that Mary is learning to talk, Robert is walking better, and when Dorothy hurt her finger and we told her not to mind the blood, she said, "What is blood?" We also saw that here was a chance for a wonderful lesson, and we didn't mind a bit if we missed two reading classes to explain in the simplest way "What is blood?" to the class. But still our problem is not solved.

We want a centre—a large modern building where all these little folks may come together for more systematized work. We want to

know what every child can do best. It may be wiring, it may be caning, it may be janitor service or housework, and what is more to be envied than a good housekeeper?

Let these children be self-supporting with direction, if they cannot be without it. We know of *no* argument that will convince us that because a human being is born into the world with a mental handicap that he should not have all the necessities of life. Also a few of the luxuries now and then, no matter if the State has to pay for them. And the time is not far distant when every public-spirited citizen will understand that subnormals have been responsible for, shall we say, ninety per cent. of crime committed?

Authorities differ as to statistics, but we know of many instances where they are used as tools.

Had our city of Omaha taken care of its subnormals in former years we believe there would have been no court house riot and the money expended in repairs now should have made these unfortunates happy and saved the city the stain upon it. "That was just the aftermath of war," you say. We say "No."

Read the newspapers every evening and investigate the cases in the court now in session in our city, and in all of the cases you will find ninety-five per cent. of the persons involved are subnormals of the Moron type. Our own juvenile court is sending boys to reform school for crime when the boys are subnormal. One was sent recently. I am at this moment interested in one boy who was sent to Kearney for stealing: a bad boy, yes, perhaps, but why? He is sixteen, his mother is dead and he is less than eight years old mentally. Why send him to Kearney to reform when he should have been sent to Beatrice, where he would have had a home for the rest of his life? I know that with kindness he would exert himself to the utmost to do the right thing, but he is irresponsible because he is subnormal. We believe in segregation and sterilization, and if we study the Mendelian law we are forced to believe what it proves.

Nebraska ranks fourteenth in its care of the abnormal child. We do not have sufficient housing space at Beatrice to care for even the most helpless class, and these are not the ones who are committing depredations in society. It is the high-grade type, who often escapes the closest scrutiny, except to the psychologist, who is familiar with all types of subnormality.

In our special class we get acquainted with the child and consider his need, his environment, his physical condition, his possibilities, his

future. A child's ambition may be very short-lived, but we as special class teachers consider it our job to keep him interested enough in various things to have him busy all the time.

Our work is almost entirely individual, and what is done is to develop the child's own native ability as far as possible.

Visitors are welcome at any and all times in our room, either to observe our work or to consider the entrance of new pupils, all pupils, of course, being recommended to us by the Superintendent of Instruction or one of his assistants. To those who are studying the problem one point must be impressed—that without co-operation, "without adequate supervision of the defective in the community, without proper after-care work, all our laborious efforts in training defectives are useless."

Since efficiency is largely a question of the wise adjustment of means to ends, it is obvious that persons of little intelligence will be capable of only the simplest adjustment. It is the inability to make any but the very simplest adjustments which constitutes feeble-mindedness, and it is because of this inability that the defective is so inefficient that he can rarely earn sufficient to maintain himself. Education for the normal child consists in giving him such a stock of experiences and general principles that he is able to adapt himself to any of the ordinary situations of life; and with increasing experience, to almost any situation that may come up. The feeble-minded person, on the other hand, cannot be given the general principles. He can only understand concrete situations. Consequently, when a new situation arises which is different from any that he has seen, having no general laws or principles that he can call upon, he is unable to meet it. The extent of these limitations is often surprising. For instance, a feeble-minded girl who might have been taught to make bread according to a very definite formula would be utterly helpless if told to make half the usual amount; while the cook who reasoned that if it took three minutes to boil one egg, it would take six minutes to boil two might be above the moron grade, although very little. When it comes to steaming eggs six minutes in a pint of hot water for one egg, it requires a relatively high grade of intelligence to understand that two eggs require a quart of hot water rather than twelve minutes in a pint of water.—*Human Efficiency and Levels of Intelligence, by H. H. Goddard.*

Your Bulletin

This number begins the eighteenth volume of THE TRAINING SCHOOL BULLETIN. Throughout these years we have endeavored to have THE BULLETIN not only reflect the ideals of this School but also to make it in fact "devoted to the interests of those whose minds have not developed normally".

Because the work of the School has been so diverse in character, our pages have contained many different kinds of articles, from letters written by the children and published just as they wrote them, to the most technical scientific studies of mental deficiency. But everything written has had as its central thought the betterment of the feeble-minded.

At times it has been suggested that this be made a purely institutional organ, telling of the doings and sayings of the children, the progress of the different departments of the School, its needs and activities. Again, we have been asked to make it a purely scientific journal, publishing only those things that have to do with research. From teachers has come the request that it attempt to cover the special class movement throughout the country, printing articles on class management, progress and methods. Our friends in the social field have asked that we devote more attention to the problems of society, the feeble-minded at large, and his complication of the difficulties of those caring for the needy and the delinquent. Those who visit and see our farm lands and note the experiments and the demonstration work, wonder why we do not devote more space to agriculture.

This is just a little sixteen-page pamphlet. Every phase of science, education, agriculture and sociology, seems to be thoroughly covered in magazines devoted to those specific lines. There are as many magazines as there are sciences. You may get monthlies or weeklies that deal exclusively with elementary, secondary or special education. No matter how small the division of work or study there seems to be something published that meets its particular need.

In view of all of the above, therefore, we are starting this new volume with the hope that in the coming year we may give you just a cross section of the work and interests of the mental deficients. As we are able to keep in touch with the movements that affect them,

we shall try to pass them on to you, but principally we shall give you those things that directly or indirectly emanate from The Training School.

We realize that such a publication can only live if it satisfies the wishes of a reasonable number of readers. We also realize that our readers cover a wide field of interests, for among our subscribers are the members of our Association, the parents of the children, teachers, physicians, psychologists and other scientific men. A number of libraries subscribe, as do other institutions, and fifty of our subscribers are in foreign countries.

Therefore, we shall not attempt to cover any one line of work or study, neither shall we try to spread over the entire field. But, if it meets with your approval, we shall continue to send you sixteen pages each month of those things which we hope may increase your interest in, and knowledge of, the feeble-minded.

Perhaps you may wonder if all of this is preliminary to asking for an increase in the subscription rate? No, we appreciate that you are now paying generously for what you receive. But, as we carry no advertisements (and cannot because of the postal regulations), we do ask that if you find someone who is interested in the subject you will suggest to them, or to us, the advisability of their sending a Dollar for a year's subscription.

If you are engaged in any line that bears upon mental deficiency, then be sure that our pages are open to you. If you have any questions to ask, we shall try to have them answered. If you have a new plan or method, we shall be glad to be the means of putting it in the hands of others who are interested.

The fifteenth session of the summer school for teachers of backward or mentally deficient children will be held from July 11th to August 19th. As students will live at the Training School the number will be limited to sixty. The tuition fee is One Hundred and Twenty-five Dollars.